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ABSTRACT

This normative study of the American Association on Mental Deficiency (AAMD) Adaptive Behavior Scale--Public School Version was based on 291 Texas public school children divided into 12 categories. The categories were: age, ethnic, or racial group (white or non-white), and assignment to regular classes or special education classes for the educable mentally retarded, trainable mentally retarded, or learning disabled. Part I of the scale was emphasized in this report; it provides measures of independent functioning, physical development, economic activity, language development, number and time concepts, vocational activity, self-direction, reponsibility, and socialization. Reliability estimates were based on the total group including eight, ten, and twelve-year old children. Item validity analysis was based on the discrimination between regular and special education groups, although it appears that the raters knew the group membership of the children at the time they made the ratings. The norms from this study were found to be similar to the original AAMD norms for this scale. The authors suggest that the construction and validation of a shortened version of the scale would be useful; and that it has potential for screening children for placement in special education classes. (CTM)

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The AAMD Adaptive Behavior Scale--Public School Version: A Normative Study

by

Lenore A. Boyd and Brad Chissom

Final Report of a Research Project Funded by
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Lenore Boyd
Brad Chissom

THE AAMD ADAPTIVE BEHAVIOR SCALE--PUBLIC SCHOOL VERSION:

A NORMATIVE STUDY

ABSTRACT

Many state agencies have ruled that assignment of students to special education classes for the mentally retarded must be determined by assessment of verbal, performance, and adaptive behaviors. The AAMD Adaptive Behavior Scale -- Public School Version was subjected to a normative and validation study using 291 subjects from the southcentral area of Texas. Normative and validity data were collected and analyzed from groups of regular and special education students, both white and non-white, at 8, 10, and 12 years of age. Results were compared to the original normative data provided in the AAMD Manual and indicated that (1) the instrument is effective in discriminating between regular and special education groups; (2) a shortened version may be feasible and more practical; and (3) the derived total score may be useful and effective when used as a cut-off score for placement in special education for the mentally retarded.

The Adaptive Behavior Scale--Public School Version:

A Normative Study

The concept of adaptive behavior as a criterion for judging degree or extent of mental retardation is not new. The requirement for its formal assessment, however, is a current issue of much interest. Since the publication of the Stanford-Binet increasing emphasis has been placed on standardized intelligence test scores to define mental retardation. Such scores, namely IQ's, have often been the major criterion for determining mental deficiencies in school-aged children with subsequent classification, labeling, and placement in special education programs for the retarded.

Use of the IQ as the primary or sole criterion for defining retardation has proved to be less than satisfactory. Most of the tests available were standardized on white, middle-class populations and are increasingly viewed as biased and discriminatory when used with minority groups who are culturally or economically different. Emphasis on IQ's has resulted in the inappropriate classification and placement of many children whose learning difficulties were in fact due to differences in language, cultural, or economic background (Mercer, 1973). Because of the disproportionate number of children from minority groups in classrooms for the mentally retarded, the use of a measure of adaptive behavior has been added to the requirements for assessment of mental retardation.

Texas Education Agency Guidelines (TEA, 1976) state specific regulations for determination of pupil eligibility for placement in a special education program for the mentally retarded. A comprehensive appraisal must now include the assessment of verbal abilities,

performance abilities, and adaptive behaviors. Classification and placement in an educational program for the mentally retarded is merited only when scores on all three scales are two or more standard deviations below the mean for the general population. As is true in many other states, these Guidelines also provide lists of approved tests to be used in the evaluation of verbal, performance, and adaptive behaviors.

A recent survey by Morrow and Coulter (1977) identified a number of measures of adaptive behaviors available to the practitioner. Only two, however, were placed on the approved Texas list: Mercer's Adaptive Behavior Inventory for Children (ABIC) and the AAMD Adaptive Behavior Scale -- Public School Version (ABS-PSV). Since Mercer's scale will not be available to the general public until its release by the Psychological Corporation, the ABS-PSV is being widely used in Texas.

The ABS-PSV consists of two parts. Part One, organized along developmental lines, is made up of 56 items. It is designed to evaluate an individual's competencies in nine domains: Independent Functioning, Physical Development, Economic Activity, Language Development, Number and Time, Vocational Activity, Self-direction, Responsibility, and Socialization. Part Two is designed to measure or evaluate maladaptive behaviors closely related to personality and emotional disorders. Part II is viewed as less important in the assessment of mental retardation and of limited usefulness. The present study, therefore, is concerned with data collected by use of Part One of the ABS-PSV.

The ABS-PSV is primarily a restandardized version of an instrument

widely used with severely handicapped, institutionalized retardates. Normative data available in the Manual (Lambert, Windmiller, Cole & Figueroa, 1974) were obtained from teacher ratings of approximately 2600 children from 14 California school districts. The standardization sample included an equal number of boys and girls ages 7 to 13 from three ethnic groups in regular and special education programs.

The purposes of this study were to collect normative data for the ABS-PSV for children in Texas schools and to determine the validity of the instrument in discriminating between children in special education and those in regular education programs. Data collected in this study may then be compared to the California data provided in the AAMD Manual.

Specific objectives for this study were:

1) To establish normative data for the AAMD Adaptive Behavior Scale--Public School Version for Texas children in three age groups, 8, 10, and 12, from three ethnic groups in regular and special education programs.

2) To determine the validity of the instrument in discriminating between children identified as special education and those in the regular curriculum. An item analysis will be conducted to assess the discrimination ability of each item.

3) To compare normative data obtained from this study of Texas children with norms provided by the AAMD.

4) To determine the feasibility of establishing a shortened version of the scale based on normative and validity data obtained from

the investigation.

PROCEDURES

Subjects

The Region VI Educational Service Center area served as the focal point for the data collection procedures, and subjects were selected from an area within a sixty mile radius of Texas A&M University. A total of 291 subjects were included in the sample. The ABS-PSV forms were completed for each subject by classroom teachers. This represents an important aspect of the data collection process. If adaptive behavior can be adequately assessed by a classroom teacher, then it may not be necessary to collect data from parent interviews and other sources that are not as readily available.

A workshop was held at Texas A&M University to assist teachers in data collection techniques and procedures for the Adaptive Behavior Scale. In addition to the workshop, consultants were available to assist teachers with problems encountered in the data collection process.

The subjects for the study were divided into three age groups, 8, 10, and 12-year olds. For comparison purposes, age ranges for each group were calculated in months as follows: Age 8: 84-108 months; Age 10: 109-132 months; and Age 12: 133-157 months.

The stratified sampling procedure of the original proposal called for subdivision by ethnicity into groups of white, black, and Mexican-American subjects. Due to the difficulty in obtaining subjects in the

Mexican-American category, the sample was classified only as white and non-white groups. In addition, subjects were selected from the categories of regular and special education. Any subject classified by the school as Educable or Trainable Mentally Retarded (EMR or TMR) or Learning Disabled (LD) was assigned to the Special Education category.

Table 1 indicates the number of subjects for each of the categories described. Of the total sample of 291 subjects 41% (119) were

TABLE 1

Table of Subject Groups by
Age, Ethnic Group, and School Classification

	Regular			Special		
Age	White	Non-white	Total	White	Non-white	Total
8	11	51	62	18	47	65
10	14	23	37	20	49	69
12	2	10	12	9	37	46
Total	27	84	111	47	133	180

female and 59% (172) were male. These percentages were approximately the same for most of the categories previously described.

Data Collection

The ABS-PSV forms were completed for each subject by classroom teachers. Demographic data was used to calculate a measure of socio-economic status (SES) and IQ's were obtained when available. SES

information was collected for 162 subjects and IQ scores were available for 170. The data were collected from public schools who volunteered to participate in the Spring of 1977 following the workshop previously described.

Results

Data were analyzed first to determine the reliability of each of the nine subscales. These reliabilities were internal consistency estimates calculated through the average correlation among scale items. As shown in Table 2, these reliability estimates were satisfactory for most of the subscales with the lowest reliability coefficient of .68 in the Physical Development domain.

TABLE 2

INTRASCALE RELIABILITIES

Scale		Reliability	
I.	Independent Functioning	.916	.92
II.	Physical Development	.681	.68
III.	Economic Activity	.810	.81
IV.	Language Development	.872	.87
V.	Number and Time Concepts	.786	.79
VI.	Vocational Activity	.859	.86
VII.	Self Direction	.779	.78
VIII.	Responsibility	.796	.80
IX.	Socialization	.779	.78

Objective One as modified was to establish normative data for the

ABS-PSV for white and non-white groups and for regular and special education classifications. Norm tables (Appendix) are presented with percentile equivalents for the raw scores for each subscale and for a derived total score. The norm tables were constructed to resemble the format used in the AAMD Manual for ease of comparability with the original data. The major deviation from the previous norm tables is the inclusion of the derived total score.

Objective Two of this project was to determine the ability of each of the 56 items and the total scores from the nine domains to discriminate between groups of subjects identified as regular or special education students. In addition to the item validity information and domain score validity data, it was important to determine whether or not items in the scale were related to the subject characteristics of ethnicity, sex, or SES. The results of the correlational analyses between items and ethnic group, sex, and SES are shown in Tables 3, 4, and 5 respectively. (See pages 8 thru 10).

An inspection of the tables shows little indication of discrimination on the part of scale items for any of the three variables of concern. No pattern is apparent in the data, and items were seldom repeated as discriminating among the 18 categories of analysis. Thus only a few specific, unrelated items in the total scale appear to discriminate on the basis of ethnic group, sex or SES.

Results of the final analysis, the correlations between items and classification (regular vs special education) and correlations between domain total scores and classification are contained in Table 6. (See

TABLE 3

SUMMARY OF CORRELATIONS BETWEEN ITEMS
AND ETHNIC GROUP (WHITE VS. NON-WHITE)
BY AGE AND CLASSIFICATION

Domains	Number of Items	Items which were significantly correlated with ethnic group Age Group and Classification					
		8		10		12	
		Reg.	Spec.	Reg.	Spec.	Reg.	Spec.
I. Independent Functioning	17	NS*	17	NS	14	NS	NS
II. Physical Development	6	NS	23	NS	24	NS	NS
III. Economic Activity	4	NS	NS	NS	31	NS	NS
IV. Language Development	9	NS	NS	32	NS	NS	NS
V. Number and Time Concepts	3	NS	NS	NS	NS	NS	NS
VI. Vocational Activ.	3	NS	NS	NS	50	NS	NS
VII. Self Direction	5	NS	56	NS	55, 57	NS	NS
VIII. Responsibility	2	NS	NS	NS	NS	58	NS
IX. Socialization	7	62**	NS	NS	NS	NS	NS
Total Number of Significant Items	56	1	3	1	6	1	0

*NS= None Significant **Actual Item Number from Scale

TABLE 4

SUMMARY OF CORRELATIONS OF ITEMS WITH
SIGNIFICANCE OF SEX BY AGE AND CLASSIFICATION

Domains	Number of Items	Items which were significantly correlated with sex					
		Age Group and Classification					
		8		10		12	
		Reg.	Spec.	Reg.	Spec.	Reg.	Spec.
I. Independent Functioning	17	NS*	NS	NS	NS	NS	NS
II. Physical Development	6	NS	NS	NS	NS	NS	NS
III. Economic Activity	4	NS	NS	NS	NS	NS	NS
IV. Language Development	9	NS	NS	NS	NS	32	NS
V. Number and Time Concepts	3	NS	NS	NS	NS	NS	NS
VI. Vocational Activ.	3	NS	NS	NS	NS	NS	NS
VII. Self Direction	5	NS	NS	NS	NS	NS	NS
VIII. Responsibility	2	NS	NS	NS	NS	NS	NS
IX. Socialization	7	NS	59**	NS	NS	NS	NS
Total Number of Significant Items	56	0	1	0	0	1	0

*NS = None Significant **Actual Item from Scale

TABLE 5

SUMMARY OF CORRELATIONS OF ITEMS WITH
SOCIO-ECONOMIC STATUS BY AGE AND CLASSIFICATION

Domains	Number of Items	Items which were significantly correlated with Socio-economic status					
		Age Group and Classification					
		8		10		12	
		Reg.	Spec.	Reg.	Spec.	Reg.	Spec.
I. Independent Functioning	17	NS	17	NS	3, 15	NS	NS
II. Physical Development	6	NS	26	NS	24	NS	NS
III. Economic Activity	4	NS	NS	NS	NS	NS	NS
IV. Language Development	9	NS	NS	32, 40	NS	NS	NS
V. Number and Time Concepts	3	NS	NS	NS	NS	NS	NS
VI. Vocational Activ.	3	NS	NS	NS	NS	NS	NS
VII. Self Direction	5	NS	NS	NS	NS	NS	NS
VIII. Responsibility	2	NS	NS	NS	NS	NS	NS
IX. Socialization	7	62**	NS	NS	65	NS	NS
Total Number of Significant Items	56	1	2	2	4	0	0

*NS = None Significant **Actual Item Number from Scale

pages 12 - 14). It should be noted that a major portion of the 56 items within the nine domains discriminate satisfactorily between regular and special education groups at each of the three age levels 8, 10, and 12, and for the total population. There are a few items that do not appear to be functioning as intended, however, most of them at the upper age level. Their deletion from the scale might aid in the revision of the procedure.

Objective Three was to compare the normative data obtained from this study of Texas children with the norms provided by the AAMD. A visual inspection of the two sets of norms indicates a high degree of agreement between the norms obtained from the present study and the original California data. No further comparison was considered necessary once it was established that there were no major discrepancies between the two sets of norms. A total score was calculated for the instrument and norms provided for subjects in this study. The original normative data did not provide a measure like this, and further research seems warranted concerning its usefulness.

The final objective of this project was to examine the possibility of shortening the scale by discarding items that are not functioning well within the scale. One of the problems with the ABS-PSV has been the amount of time required to record the information. If the scale can be shortened by deleting items, it would be more practical for use by classroom teachers. The results of this project indicate that several items may be discarded from the scale without changing its overall effectiveness. A shortened version will need to be validated

TABLE 6

ITEM VALIDITY ANALYSIS
ITEM CORRELATION WITH GROUP CLASSIFICATION
(REGULAR VS. SPECIAL)

Domain I — Independent Functioning (17)

	Age Level			
Item	8	10	12	Total
1.	.32	.46	.41	.37
2.	.56	.50	.58	.49
3.	.16*	.18*	.15*	.15*
4.	.30	.27	.31*	.29
5.	.30	.27	.14*	-.25
6.	.17*	.22*	.17*	.15*
7.	.34	.31	.25*	.28
8.	.28	.16*	.30*	.23
9.	.37	.33	.28*	.34
10.	.31	.32	.32*	.31
11.	.14*	.32	.60	.29
12.	.32	.33	.21*	.27
13.	.28	.27	.25*	.25
14.	.37	.36	.24*	.32
15.	.20	.61	.48	.38
16.	.52	.68	.71	.57
17.	.34	.66	.69	.47
Total	.50	.56	.67	.51

Domain II — Physical Development (6)

	Age Level			
Item	8	10	12	Total
1.	.28	.25	.08*	.23
2.	.23	.05*	.16*	.14*
3.	.28	.26	.26*	.25
4.	.27	.29	.19*	.25
5.	.00*	.13*	.17*	.07*
6.	.17*	.16*	.07*	.13*
Total	.30	.35	.22*	.30

*Not Significant; $p<.01$

Domain III — Economic Activity (4)

Item	Age Level 8	10	12	Total
1.	.43	.73	.70	.57
2.	.37	.55	.67	.46
3.	.34	.46	.33*	.32
4.	.57	.44	.46	.43
Total	.56	.65	.65	.55

Domain IV — Language Development (9)

Item	Age Level 8	10	12	Total
1.	.55	.53	.55	.51
2.	-.09*	-.11*	.06*	-.08*
3.	.28	.31	.35	.32
4.	.37	.35	.32*	.35
5.				.20
6.	.67	.60	.57	-.60
7.	.35	.20*	.41	.29
8.	.44	.29	.25*	.32
9.	.48	.50	.65	.49
Total	.55	.49	.53	.49

Domain V — Numbers and Time (3)

Item	Age Level 8	10	12	Total
1.	.37	.27	.20*	.29
2.	.52	.40	.42	.45
3.	.57	.40	.42	.45
Total	.60	.56	.59	.53

* Not significant; p<.01

Domain VI — Vocational Activity (3)

	Age Level			
Item	8	10	12	Total
1.	.11*	.29	.58	.23
2.	.35	.30	.44	.35
3.	.30	.33	.38	.32
Total	.33	.34	.46	.35

Domain VII — Self Direction (5)

	Age Level			
Item	8	10	12	Total
1.	.31	.22*	.45	.30
2.	.37	.31	.45	.37
3.	.23	.39	.28*	.27
4.	.29	.38	.44	.35
5.	.35	.40	.41	.37
Total	.41	.47	.54	.45

Domain VIII — Responsibility (2)

	Age Level			
Item	8	10	12	Total
1.	.22*	.18*	.47	.22
2.	.31	.30	.48	.33
Total	.29	.27	.52	.31

Domain IX — Socialization (7)

	Age Level			
Item	8	10	12	Total
1.	.32	.29	.27*	.32
2.	.16*	.35	.33*	.24
3.	.10*	.39	.34	.20
4.	.32	.18*	.16*	.22
5.	.22*	.40	.50	.31
6.	.22*	.22*	.29*	.24
7.	.28	.24*	.25*	.27
Total	.34	.45	.44	.38

*Not Significant; p<.01

with other samples of subjects, but the results indicate that such an effort may be feasible.

SUMMARY AND IMPLICATIONS

A review of the findings of this investigation indicates that the ABS-PSV seems to be a suitable and effective instrument for measuring adaptive behavior within the limits of the AAMD definition. The majority of the items had adequate discriminatory power to differentiate between regular and special education groups. However, since a few specific items do not appear to be adequate discriminators, it is recommended that a shortened version of the instrument be devised and validated. Deletion of such items could save data collection time and effort, which are concerns often expressed by those using the Adaptive Behavior Scale in its present form.

Further attention should be devoted to the use of the derived total score since it seems to be a satisfactory discriminator between groups of regular and special education students. It appears to have potential use in screening children who are being considered for possible placement in special education classes.

Further replication of this study is recommended to add more information to the present bank of normative data. With additional information about the instrument available to educators faced with the problems of assessing adaptive behaviors, the AAMD Adaptive Behavior Scale-Public School Version may prove to be an effective procedure.

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APPENDIX

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class Reg.
Ethnic All
Sex Both
Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	77	24	14	38	12	11	20	8	26	224
98	76		13					6		221
97										
96										220
95									25	
94				37						
93			12							
92	75					10				
91										
90							19			219
89										
88										
87										
86										
85	74		11						24	218
84										
83										
82										
81										217
80										
79									23	216
78										
77										
76					11					
75	73		10				18			213
74										
73				36						210
72								5		
71	72									
70										
69			9							
68										
67										209
66										
65	71									207
64										
63	70				10					
62								4		
61										
60				35						206
59										204
58										
57										
56				34					22	202
55										
54										199
53	69						17			
52			8							197
51										
50			7							196
49										
48										195
47										
46	68									190
45				33	9				21	
44										
43										
42										
41										
40				32		9	16			
39										
38	67									189
37	66	23								
36										
35				31						187
34										
33	65									
32							15			
31	64						14			186
30										185
29										
28										
27				30					20	184
26		22	6							
25										183
24					8					
23	63			28			13		19	180
22										
21				27						174
20						8				
19										173
18							12	3		
17	62									172
16										
15			5	26						166
14										
13	61	21		25					18	165
12	60					7				
11							11			
10	57		4		7	5			17	163
9										
8	56					4	10			
7						1		2		
6				22					16	
5		20		20		0	8		15	151
4	51									
3		19		19	4		7			
2	47	17	1	17			6		14	145
1										
0										
N = 62										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class SpEd
Ethnic All
Sex Both
Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	75	24	11	36	12	11	20	6	26	212
98			10		11		19			209
97							18		25	204
96										
95			9		10					
94				34	9					
93										
92	74			33						200
91										
90			8							
89	72									
88				32				5		199
87	70		7							
86						10			24	195
85							17			
84										194
83	69									
82				31					23	193
81										
80									22	191
79	68				8					
78				30						190
77							16			
76										
75										
74	67			29				4		
73										189
72										
71			6	28					21	184
70	66									
69										181
68	65									
67										180
66	64			27						
65										172
64	62					9				
63			5							170
62	61			26			15			
61										168
60					7				20	
59										
58		23								
57				25					19	167
56										
55	56					8	14			162
54										
53										
52							13			
51	55		4	24						158
50										
49										153
48										
47										146
46						7	12			
45	54								18	145
44					6					
43	52			23		6	11			143
42	51									
41										139
40		22			5		10	3		
39			3							138
38	50	21							17	
37				22						
36	47					5				
35										137
34	46						9			
33										129
32										
31			2	21						125
30	44				4					
29				20		4	8		16	121
28										
27						3				114
26		20								
25	42			19		2		2		
24										111
23		19		18		1				
22										108
21	40		1			0				
20				17					15	102
19	38									
18				16			7			
17		18		15	3				14	
16					2					98
15	36			14			6			
14		17		13						94
13	35		0							
12								1	13	90
11	28	16		12	1					
10										89
9	27			11					11	
8					0		5			87
7										
6	26			10						77
5		15		8					9	
4	25									43
3		14					4	0		
2	24	9		7					3	66
1										
0										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class: Reg
Ethnic: All
Sex: Both
Age: 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	82	24	17	40	13	11	20	10	26	238
98										
97			15	39	12			8		230
96										
95								6		
94	81									226
93										
92										
91	80									
90										225
89			14							
88										
87										
86										
85	79									
84										
83							19			
82										
81									25	224
80				38						
79										
78							18	5		
77										
76	78									
75										
74			13							
73										
72										
71										223
70	77					10				
69										
68										221
67										
66										
65										220
64										
63										
62										
61										
60			12							
59									24	
58										218
57				37				4		
56										
55	76									216
54				36						
53										
52										214
51										
50										
49			11							
48										
47										
46										
45	75									213
44										
43										
42					11		17			212
41									23	
40				35						
39										211
38										
37										
36	74									
35										210
34										
33										
32						9				208
31				34						
30	73								22	
29				33						202
28										
27	71									
26			10							
25				32	10					201
24										
23										200
22						8			21	
21	70									
20				31						
19							15			19
18	68									
17										
16					9				20	
15	67									
14				30		7	14			
13										183
12	65									
11		22	9		8			2		
10										180
9	57	21	3	28			13		19	
8										
7				23	7		12			170
6						6			17	
5										
4										
3	54		1	18	6	0	6	1	15	138
2										
1										
0										

N = 37

PART I — PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class: SpEd
Ethnic: All
Sex: Both
Age: 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	74	27	12	37	12	11	19	6	26	208
98		24		36	11					205
97	73					10				
96										
95			10							200
94							18		25	
93	72									199
92										
91	71									197
90				35	10		17		24	
89			9							
88	70							5		195
87										
86									23	
85										194
84				34						
83	69									
82										193
81	68									
80										191
79										190
78			8				16			
77									22	
76					9					
75				33				4		
74				32						187
73										
72										186
71	67									
70						9				
69										
68			7							
67	66			31					21	
66										183
65										
64	65									
63							15			
62	64	23								178
61				30						
60										175
59	63									174
58										
57	61		6	29						172
56										
55										171
54				28						
53						8				167
52										164
51					8					
50	59						14			
49			5							
48										
47							13			161
46				27						
45	58								19	160
44										
43	57	22								154
42										
41	56		4	26	7		12		18	153
40	54									
39										
38	53							3		152
37										
36	52									151
35		21		25		7	11		17	
34	51				6					
33										150
32										
31	50									
30			3							
29				24			10			148
28		20								147
27										
26										139
25				23					16	
24	49				5	6	9			138
23		19		22		5				
22	41									134
21	40		2				8			120
20				21		4				
19	37	18			4				15	113
18										
17				18		2		2	14	112
16	36		1				7			109
15										
14	35					1				103
13				16			6			
12	32									
11						0				
10	30	17							13	98
9	29			15	3					94
8			0							
7	28	16		13			5		12	90
6		14		12	2		4	1	11	
5	24									89
4				9	0				8	
3	20	13								74
2	11									51
1		10						0	5	
0										
N = 69										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class Reg.
Ethnic All
Sex Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	83	24	16	39	12	11	20	6	26	235
98										
97										
96										
95										
94										
93										
92			15							
91										
90	81									231
89										
88										
87										
86										
85										
84										
83							19			
82										
81										
80										230
79										
78										
77										
76										
75			14							
74										
73										
72										
71										
70	79									229
69										
68										
67										
66										
65										
64										
63									25	
62										
61										
60										
59										
58										
57										
56										
55										
54										
53										
52										
51										
50			13				18	5		228
49										
48										
47										
46										
45										
44										
43										
42				39						
41										
40										223
39										
38										
37										
36									24	
35										
34										
33										
32										
31										
30	77									221
29										
28										
27						10				
26										
25			12	37						
24										
23										
22										
21										
20										218
19										
18										
17								4		
16		23	10							
15										
14										
13										
12										
11										
10	72									210
9									23	
8			5	33			17			
7										
6										
5										
4										
3										
2										
1										
0										
N = 12										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class SpEd
Ethnic All
Sex Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	78	25	12	37	12	10	19	6	26	215
98		24	11	36	11					202
97								5	25	
96										
95	73									200
94										
93	72						18		24	195
92										
91										
90				35						191
89			9							
88	70									189
87				34	10					
86										188
85							17			
84	69								23	
83										187
82										
81	68									
80			8			9	16	4		186
79										
78				33						
77	67									
76										185
75										
74					9					183
73										
72	64						15		22	
71										182
70	62									
69										180
68										
67				32			14			
66										
65										
64										177
63	61			31					21	
62										175
61				29			13			
60										173
59					8	8				
58	60									
57			7	28						171
56										
55										168
54				27					20	
53	59									
52		23					12			167
51										166
50										
49										
48										
47	58									
46							11			
45										164
44										
43			6						19	162
42										
41				26		7				
40					7					
39										161
38									18	
37				25						159
36								3		
35				24						
34						6				
33	57			23					17	158
32										
31										154
30	55	22		22			10			
29										152
28					6					
27			5			5				
26	53			21			9		16	151
25						4				
24		21								145
23			4			3				
22										
21	51									141
20		20	3	20				2	15	
19	49									133
18						2				
17				19			7			129
16	48					1				
15		19			5				14	
14	44		2			0				122
13				18			5			
12	42									119
11			1	13	4				13	
10										112
9	40		0	11						
8										
7	38			10	2				12	89
6		17					4			
5	35									62
4				3	0			1	1	
3										
2	6	5		0			0	0	0	14
1										
0										
N = 46										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class EMR
Ethnic All
Sex Both
Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	75	24	11	33	12	11	20	6	26	204
98										
97			10		11		19		25	
96						10				
95	74									200
94										
93			9		9					
92										
91	72						18			
90			8	32						
89										193
88										
87								5	24	
86	68									
85										191
84										
83			7							
82									23	
81				30						
80					8					190
79										
78							17		22	
77	65									
76										
75										189
74										
73	62									
72				28						
71										
70			6							
69							16		21	180
68	61									
67										
66				27				4		
65										170
64	58									
63				26						
62										
61										
60			5		7					167
59	55									
58										
57										
56		23		24						
55										158
54										
53			4						20	
52										
51										
50	52					8	15			153
49										
48										
47				23					19	
46										
45	51									146
44							14			
43										
42						7				
41	47			22			13			
40					6					138
39										
38						5				
37			3		5					
36	46									
35										
34									18	
33										
32							12			
31		21		21					17	
30			2							137
29						4				
28				20						
27	44				4					
26										
25						0	11			111
24										
23	42									
22		20								
21										
20			1							108
19		19		18			10			
18	38							3		
17										
16									16	
15										102
14										
13		17		16	3		8		15	
12										
11										
10					2					
9	28	16		14			7	2	14	98
8										
7			0		1					
6		14		13			6	1	9	
5										94
4	25									
3		9		12	0					
2										
1										
0										
N =										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class TMR
Ethnic All
Sex Both
Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	70	24	5	36	9	10	16	4	22	195
98										
97										
96										
95										
94										
93										
92		23	4	25	5	9	10		19	
91	55									143
90										
89										
88										
87										
86										
85										
84										
83			3	23		8		3	16	
82	44									129
81										
80										
79										
78										
77										
76										
75		21		17	4		9	2		
74										
73										121
72										
71										
70										
69										
68										
67			2	15		6	6			102
66										
65										
64	42									
63										
62										
61										
60										
59										
58		20	1	13	2	5			14	
57										
56										
55	36									90
54										
53										
52										
51										
50		18	0	11		3			13	
49										
48										
47										
46										
45	35									89
44										
43										
42					1	2		1		
41										
40										
39										
38										
37										
36	27									87
35										
34										
33		17		10	0	1	6		11	
32										
31										
30										
29										
28										
27										77
26										
25		16		8		0				
24										
23										
22										
21										
20										
19										
18	26						5			73
17										
16										
15										
14										
13										
12										
11										
10										
9	24									66
8		15		7			4	0	3	
7										
6										
5										
4										
3										
2										
1										
0										
N = 12										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class LLD
Ethnic All
Sex Both
Age 5

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	75	24	10	36	11	11	18	6	26	212
98										
97										
96										
95			9		10				25	
94										209
93										
92										
91										
90					9					
89										
88										
87										
86				34			17			
85	74		7							
84										
83										200
82										
81				32				5		
80	70									
79										
78										199
77										
76				31			16		24	
75	69									
74										
73										
72										194
71					8			4	22	
70							15			
69										
68										
67				29						190
66										
65	68					10				
64										
63										
62									21	
61										184
60	67									
59										
58										
57				28						
56										181
55			6			9				
54										
53										
52				27			14		19	
51										
50	66									172
49										
48							13	3		
47										
46										
45	64		5			8				
44										168
43		23		26	7		9			
42										
41										
40	61					7				
39										
38				25					18	
37										
36										
35						6				
34										
33		22					8			162
32										
31										
30	56									
29		21								
28										
27										
26										
25			4							
24				24	6		7		17	
23										
22										145
21										
20	54					5				
19							6	2	16	
18										
17										139
16										
15	51		3			0				
14		19		23	5		5			
13										
12										
11										125
10	50		2	22	4				15	
9										
8										
7										
6										114
5	40			19			4	0	14	
4		16								
3										
2										
1										
0										
N =										
21										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class EMR
Ethnic All
Sex Both
Age 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	74	27	12	37	12	10	19	6	26	208
98										
97		24		36	11					205
96										
95										
94										
93	73									
92										
91			10							
90										197
89					10		18		25	
88										
87	72								24	195
86										
85										
84										
83	70									
82				35					23	
81			9				17	5		
80										194
79				34						
78										
77										
76										
75										
74				33						
73	68									191
72			8							
71				32					22	
70					9					190
69										
68							16	4		
67										
66									21	
65										
64										
63	67			31						187
62										
61										186
60										
59										
58										
57	66					9				
56										
55		23		30					20	
54										
53			7							175
52										
51										
50	65									174
49							15			
48										
47	61			29						172
46										
45				28						
44			6							
43										171
42									19	
41										
40	59									167
39									18	
38					8					
37	58			27						164
36										
35							13			
34			5			8				
33	57									160
32							12		17	
31										
30	54									154
29				26				3		
28			4							
27	53				7		11			153
26										
25										
24										
23	51									152
22					6		10			
21		22		25						
20	50									151
19			3							
18									16	
17						7				150
16		21					9	2	15	
15										
14							8			
13									14	148
12										
11		20		24	5		7			
10										138
9			2			6				
8		18			4		4			
7	40									134
6			1			1				
5		14		23						
4										
3	36			16	2	0		0	12	120
2										
1										
0										
N = 38										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class TMR
Ethnic All
Sex Both
Age 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	64	24	6	29	10	10	16	5	24	164
98										
97										
96										
95										
94		22	5	28	7	9	15		22	
93	59									161
92										
91										
90										
89										
88				27		8				
87	56									153
86			4					4		
85										
84										
83										
82										
81		21		24			14		21	
80	52									151
79										
78										
77										
76										
75		20		22	6	7	13		20	
74										
73	51									150
72										
71										
70							12		19	
69										
68										
67	49									147
66										
65										
64										
63		19	3	21	5	5		3		
62										
61										
60	41									113
59										
58							11		17	
57										
56										
55										
54										
53	37									112
52										
51										
50			2	18	4	4				
49										
48										
47										109
46										
45										
44		18		16		2	10		16	
43										
42										
41										
40	35									103
39										
38							9			
37										
36			1							
35										
34										
33	30									
32										
31		17	0	15		1	8			
30										
29										
28										
27	29									98
26										
25				13	3	0		2	11	
24										
23										
22										
21										
20	24									89
19		16		12			6			
18									8	
17										
16										
15										
14										
13	20	13		9	0			1		74
12										
11										
10										
9										
8										
7	11									51
6		10					4		5	
5										
4										
3										
2										
1										
0										
N = 16										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class LLD
Ethnic All
Sex Both
Age TO

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	71	24	10	35	12	11	17	6	25	200
98										
97										
96										
95										
94										
93			9		11			5		
92										199
91										
90										
89										
88										
87						10		4	23	
86										
85	69									197
84										
83										
82										
81										
80				34	10		16			
79										
78										
77	68									193
76										
75										
74										
73						9			22	
72										
71										
70										
69										186
68										
67		7	7		9		15			
66										
65										
64										
63										
62										
61										
60						8				
59										
58										
57										
56										
55										
54	64						14			
53				32					21	183
52										
51										
50										
49										
48										
47		22					13		20	
46	63									
45										
44										
43										
42					8					
41										
40			6	31						
39										
38	61									178
37										
36										
35										
34										
33		21	5	28		7	10	3		
32										
31										164
30										
29										
28										
27				26			7		18	
26										
25										
24										
23	59									139
22										
21										
20		18	3	18	6	4	6		14	
19										
18										
17										
16										
15	32									94
14										
13			1		4	0		2	13	
12										
11										
10										
9										
8										
7	28			9	0		5	1		90
6										
5										
4										
3										
2										
1										
0										
N = 15										

Class EMR
Ethnic All
Sex Both
Age 12

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	78	25	12	37	12	10	19	6	26	215
98										
97		24		36	11			5		
96			11							202
95										
94										
93	73								24	
92										200
91										
90							18			
89	72									
88										191
87					10					
86										
85										189
84										
83				35						
82			9							
81	70									188
80				34			17	4	23	
79										
78										
77							16			187
76										
75						9				
74	69									
73										186
72										
71			8							
70	68			33	9					
69										185
68										
67	67						15			
66									22	
65										183
64										
63	64									
62										182
61										
60							14			
59	62									
58										180
57				32						
56										
55										
54										
53									21	
52	61									
51										
50				31			13			177
49										
48										
47				29	8					
46						8				175
45										
44	60									
43		23		27						
42										173
41										
40							12		20	
39			7							
38										171
37	59									
36										
35										166
34										
33										
32						7				
31										
30	58			26			11			
29										
28										
27		22						3	18	162
26										
25			6			6				
24										
23				25					17	161
22										
21						5				
20		21		24	7		10		16	
19	55					4				159
18										
17				22						
16										
15	53									154
14						3				
13		20		21			9	2	15	
12										
11			5			2				151
10		19		20	6					
9										
8										133
7	48		3	19		0	7		13	
6										
5										
4	44									122
3		17		18			4			
2										
1										
0										
N = 30										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class TMR
Ethnic All
Sex Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	67	24	8	33	11	10	18	6	25	186
92	62		7	29	10		17	5	24	168
85	58			28	8	8	13		23	167
77			6	27	7		11	4	19	164
69	57	23	5		6	7				162
62	55		4	21		6			18	152
54	51		3		5				17	141
46	49		2	19		3		3		129
38	42	22	1	13	4	1	7	2	14	119
31	40	19	0	11		0	5			112
23	38			10	2				12	89
15	35	17		3	0		4	1	1	62
7	6	5		8			0	0	0	14
0										
N = 13										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class LLO
Ethnic All
Sex Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	68	24	9	34	11	9	16	4	20	195
98										
97										
96										
95										
94										
93										
92										
91										
90										
89										
88										
87										
86										
85										
84										
83										
82										
81										
80										
79										
78										
77										
76										
75										
74										
73										
72										
71										
70										
69										
68										
67	59	23	6	23	7	8	11	3	19	158
66										
65										
64										
63										
62										
61										
60										
59										
58										
57										
56										
55										
54										
53										
52										
51										
50										
49										
48										
47										
46										
45										
44										
43										
42										
41										
40										
39										
38										
37										
36										
35										
34	58	20		22	6		5		16	145
33										
32										
31										
30										
29										
28										
27										
26										
25										
24										
23										
22										
21										
20										
19										
18										
17										
16										
15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0										
N = 3										